

**A DESCRIPTIVE STUDY ON TEACHING WRITING TO THE EIGHTH
GRADE STUDENTS AT SMP MUHAMMADIYAH 1 PATI
IN 2014/2015 ACADEMIC YEAR**



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SEPTIAN NUGROHO WICAKSONO
A320110045

**SCHOOL OF TEACHER TRAINING AND EDUCATION
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Diajukan Oleh:

SEPTIAN NUGROHO WICAKSONO

A320110045

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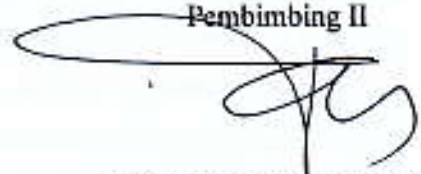
Surakarta, 29 Oktober 2015

Pembimbing I



Aryati Prasetyarini, S.P.d., M.Pd.
NIK. 725

Pembimbing II



Siti Fatimah, S.Pd., M.Hum
NIK. 850

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IN 2014/2015 ACADEMIC YEAR**

**Septian Nugroho Wicaksono
Aryati Prasetyarini, S.Pd., M.Pd.
Siti Fatimah, S.Pd., M.Hum.**

Department of English Education, Muhammadiyah University of Surakarta

Email: septiannugroho44@gmail.com

ABSTRACT

This is a descriptive qualitative research which belongs to naturalistic approach. It aims to describe and to explain the teaching learning of writing at SMP Muhammadiyah 1 Pati based on reality and the fact on the field. In collecting the data, the researcher observes then writes the scripts of interview and observation of the teaching learning writing. In the research, there are eight components of teaching learning writing analyzed, namely: (1) the process of teaching learning writing (2) objective of teaching writing (3) the materials of teaching writing (4) the approach applied by the teacher (5) the problem faced by the teacher. From the data, the researcher found the results, namely: (1) the describe the process of teaching learning writing (2) the objective of teaching writing at SMP are to make students understand and remember the lesson and to develop communicative competence of the students in four language skills (3) The materials in teaching writing is recount text and used workbook entitled “Effective English” as handbook and “Headway English” as students’ workbook. (4) the approaches applied by the teacher are product-based approach and process-based approach (5) the problem faced by the teacher in teaching writing are class management, limited time, different capability of the students, and unstable motivation of the students.

Keywords: *teaching learning writing, teaching writing, learning English*

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**Septian Nugroho Wicaksono
Aryati Prasetyarini, S.Pd., M.Pd.
Siti Fatimah, S.Pd., M.Hum.**

Pendidikan Bahasa Inggris, Universitas Muhammadiyah Surakarta

Email: septiannugroho44@gmail.com

ABSTRAK

Penelitian ini ditujukan untuk mengamati *teaching writing of English* di SMP Muhammadiyah 1 Pati tahun ajaran 2014/2015. Tujuan dari penelitian ini adalah untuk mendeskripsikan proses dari *teaching writing*, mendeskripsikan tujuan dari *teaching writing*, mendeskripsikan materi yang digunakan dalam *teaching writing*, mendeskripsikan pendekatan yang digunakan dalam *teaching writing*, dan untuk mendeskripsikan masalah yang dihadapi oleh guru dalam *teaching writing* di SMP Muhammadiyah 1 Pati.

Tipe dari penelitian ini adalah penelitian deskriptif kualitatif khususnya pendekatan naturalistik. Data dari penelitian ini didapat dari kegiatan, informan, dan catatan lapangan. Disini terdapat tiga teknik pengumpulan data, yakni: observasi, interview, dan dokumentasi. Teknik untuk analisis data adalah penurunan data, menunjukkan data, dan kesimpulan atau verifikasi.

Hasil dari penelitian ini yaitu: (1) Gambaran proses dari proses *teaching writing*. Proses dari *teaching writing* terdiri dari pembukaan, inti dari proses *teaching writing*, dan penutup. Pada setiap pertemuan guru memberikan PR kepada siswa agar lebih menguasai materi dan memberikan sedikit informasi tentang materi yang akan diajarkan pada pertemuan berikutnya. (2) Tujuan dari *teaching writing* di SMP Muhammadiyah 1 Pati adalah agar siswa dapat mengerti dan mengingat tentang pelajaran dan untuk mengembangkan kemampuan berbicara siswa pada kemampuan bahasa dan salah satunya adalah menulis. (3) Materi yang digunakan oleh guru dan siswa sesuai dengan silabus SMP khususnya silabus kelas 8 SMP. Materi yang digunakan dalam *teaching writing* adalah *recount text* dan menggunakan buku paket "Effective English" dan "Headway English" sebagai LKS. (4) Pendekatan yang digunakan oleh guru adalah pendekatan berbasis produk dan pendekatan berbasis proses. (5) Masalah yang dihadapi oleh guru dalam *teaching writing* adalah manajemen kelas, waktu yang terbatas, kemampuan siswa yang berbeda, dan tidak stabilnya motivasi dari siswa.

Kata kunci: *teaching writing*, proses *teaching writing*, pembelajaran bahasa Inggris

A. Introduction

Language is many things; a system of communication, a medium of thought, a catalyst for nation building (O'Grady, *et al.* in Srijono, 2001:1). It means that language is very important for communicating and exploring ideas. Without language, people will get difficulties to find ways to share their feeling or communicating their needs.

There are many languages in the world, one of them is English. It is an international language. As an international language, English has an important role in all sectors. It gives many people a bridge into the worlds of higher education, science, international trade, politics, tourism and many other ventures which interest them. English is the first foreign language in Indonesia, so it needs to be learnt by every student. It is introduced in school and colleges.

Nowadays, English has become more and more important. Cahyono (2009: 91) states that English has become a tool for international communication in transportation, commerce, banking, tourism, process of technology, and scientific research. Moreover, Crystal (2003: 3) states that English has achieved a genuinely global status since it develops a special role that recognized in every country. Therefore, English is considered as a global language which is spoken by many people all over the world either as the first or the second language.

Paulston (1976: 254) states that writing is one of the English skills that must be learned and carried out by the students of any level education. It is productive activity by which one can deliver his/her ideas to other in a written form. Writing is one of productive skills, which becomes student's main objective in learning English. Productive skills are the ways in which people express/share meaning of what they think or feel. The purpose of writing in principle is the expression of ideas, the conveying of a message to the reader. So, the ideas themselves should arguably be seen as the most important aspect of the writing. On the other hand, the writer needs also to pay some attention to formal aspect: neat handwriting, correct spelling and punctuation, as well as acceptable grammar and careful selection vocabulary.

“Teaching writing is a difficult thing to do and it has less paid attention by the teacher because it needs a certain method and technique to do. The teacher usually has some methods in teaching-learning process. Teaching methods are needed in teaching-learning process, especially in teaching writing. Method is treated at level of design in which the role of the teacher, learner and instructional materials are specified. The method is theoretically related to an approach and is organizationally determined by design” (Fauziati, 2001: 5). When the students are writing Indonesian text they have mastered vocabulary and structural system, but when they are writing English text, they are demanded to have adequate knowledge of the target language which have different system.

SMP Muhammadiyah 1 Pati has used School Based (KTSP) since 2006. English subject is also given in their school. English are taught both in spoken and written language. Almost all learning materials in English learning are dominating in written form. With the different background of knowledge from each student it may make them have different understanding in English subject, especially in writing. But, on the other writing is a skill that must be mastered by the students according to curriculum. Based on the phenomena above, the researcher tries to describe the Teaching Writing to Eighth Grade at SMP Muhammadiyah 1 Pati in 2014/2015 Academic Year.

There are some previous researches on error analysis. The first research is done by Gunawan (UMS, 2011) entitled *Descriptive Study on Teaching Reading of Descriptive Text at The First Year of SMK Negeri 1 Banyudono Boyolali in 2009/2010 Academic Year*. The objective of this research is to descriptive the method use by teacher in teaching reading descriptive text at first year students of SMK N 1 Banyudono Boyolali, to know the problems faced by the teacher and to know the strategies implemented by the teacher to overcome the problems.

The second research is done by Danang Teguh Prasetyo (2010) entitled *A Descriptive Study on Teaching Vocabulary at The Third Grade Students of SD N 04 Bejen, Karanganyar in 2010/2011 Academic Year*. The objective of this research is describing the process of teaching-learning vocabulary, problem faced by teacher, and the problem solving applied by the teacher at SD N 04 Bejen,

Karanganyar. It is conducted to show that the goals of teaching vocabulary are to improve and develop students' vocabulary. The methods applied by the teacher are Grammar Translation Method and Direct Method.

The third research is done by Rina Angganingrum (UMS, 2012) entitled *A Descriptive Study on The English Teaching Methods Applied by the on the Job Training Students in SMP Al Islam 1 Surakarta*. This research paper is intended to describe the methods in teaching English applied by on the job-training students at the first year of SMP Al Islam 1 Surakarta. The result of the research shows that percentage skills of teaching English by on the job-training students are 16% of the teaching listening, 18% of the teaching speaking, 26% of the teaching writing, and 40% of the teaching reading.

This research the researcher focuses on the Teaching Writing of English. Based on the phenomena above, this research aims are to describe, (1) the process of teaching writing, (2) objective of teaching writing, (3) materials of teaching writing, (4) approach applied by teacher, (5) problem faced by the teacher in teaching writing.

B. Research Method

The researcher uses naturalistic in descriptive qualitative method in this research to describe the teaching writing to the eighth grade at SMP Muhammadiyah 1 Pati. The subjects of this research are two English teachers and students of the eighth grade who taken English class in 2014/2015 academic year. The object of the study is the approach of teaching writing applied by the teacher at SMP Muhammadiyah 1 Pati in 2014/2015 academic year.

In this case, the method of collecting data are observation, the researcher directly observed in the classroom when teaching English process and interview, the researcher took interview with the English teacher at SMP Muhammadiyah 1 Pati.

The data are analyzed by using some techniques as suggested by Milers and Huberman in Sugiyono (2009: 91). The researcher uses interactive method that includes three main components, namely: (1) Collect the data from observation interview with the English teacher, and document of teaching learning writing of

the eighth grade students at SMP Muhammadiyah I Pati in 2014/2015 academic year. (2) The researcher analyses the data from the observation, interview, and document of teaching learning writing of the eighth grade students of SMP Muhammadiyah 1 Pati in 2014/2015 academic year. (3) Conclusion/ Verification, the researcher gives conclusion the data from observation, interview, and documents of teaching learning writing of the eighth grade students of SMP muhammadiyah 1 Pati in 2014/2015 academic year. The researcher concludes the results of the research that found.

C. Research Finding and Discussion

This chapter presents the analysis of the data and discussion of the research finding based on the problem statement in Chapter I.

1. Research finding

The research findings were taken from the result process of teaching and learning writing process, interview, and the documents which related to the topic. The research consists of 5 analyses; they are process of teaching learning writing, objective of teaching writing, material of teaching writing, approach applied by the teacher, problem faced by teacher in teaching writing.

a. Process of Teaching Writing

Based on the observation in class there are three-phrase in teaching learning process teaching writing, they are opening, core-learning, and closing.

In opening, the teaching opening the lesson by greeting to the students, checking students absence, and asking about homework. The teaching learning is continued by question and answer about to connect their real activity with the material they would learn. The teacher also gives motivation to the students in order to guide and encourage the students' enthusiasm in the lesson. The teacher explains the generic structure, the language feature, and the purpose of recount text.

In core-learning, the teaching learning writing involved firstly by presenting or explaining material to the students. After explaining and

reading the text, the students asked to discuss about the question based on the recount text from textbook. The teacher here has a role as organization in organize the students.

The next is the students identify the text by completing the table based on the generic structure of '*Recreation to the Zoo*'. In this case, the teacher asks them identify the words such as; who, when, and where as orientation and they have to identify the events and give impression in the last paragraph as the re-orientation.

After the students discuss about recount text, the students begin to produce their writing. The students begin to compose their writing. In this case, the researcher would analyze the process of students' writing.

The first step is planning or pre-writing. Pre-writing is a series of strategies designed to find and produce information in writing. The teacher started teaching writing material by asking report text. The teacher called on of the students to answer the question, for example: "*have you go to Bandung?*" After that the teacher just reviewed the material.

The second step is drafting. After getting instruction from the teacher, the students started write a passé, firstly, they decide about their experience that wants to be explained.

The next step is revising. The teacher checked a students' work. Mistake referred to grammar, punctuation, words choices, etc.

The last step is editing. After composing a paragraph, the students revise their work with their friend and they also asks the teacher. The teacher gives suggestions and suggestion to them. When the students revised, they review by reading it. Some of them give suggestion to develop their work the responses can be written and spoken. Related about that, the teacher has to be ready to supply information, her roles here as a resource of the students or facilitator.

The last activity is closing. The teacher always used similar step in closing the class. Before she closes the meeting, the teacher asked the

students to carry their work in her desk. The teacher evaluated their work by asking the same questions related to the draft and component of the text. The teacher also gave the same correction of that text, it is required to get them understand. Before the time was over, she summarized the material that was discussed; the teacher also gives information about material that will be learnt in the next meeting. She did not forget give homework to the students. Then she appreciated the students' attention and participant then she closed the meeting by wishing *alhamdulillah* and *wasalamualaikum*, the students answered her greeting together.

b. Objective of Teaching Writing

Based on the information from the English teacher of SMP Muhammadiyah 1 Pati, the general objective of teaching English is to develop four language skills. The specific objective is to make the students be active in English language both in oral and written language and to apply the English skills, those are listening, speaking, writing, and reading skill. The goal of language teaching is to develop the communicative competence of the students in four language skills and one of them in writing.

Based on interview, the researcher knows the objective of teaching writing in SMP Muhammadiyah 1 Pati is to make the students always can understand and remember about the lesson that given by the teacher. The goal of teaching writing is also to enable the students' competence in making paragraph. Besides that, the goal is to develop their competence in communicating in English.

c. Materials of Teaching Writing

The materials used by the teacher and students are appropriate with the syllabus of junior high school especially at eighth grade. The materials used by the teacher are: handbook and students' workbook entitled Effective English as handbook and the students' workbook Headway English. The materials contain genre text that should be

taught in writing skill at eighth grade students of junior high school such as recount, procedure and descriptive. The material also provides the exercises for the students.

The material used by the teacher to teach writing to the eighth grade students of SMP Muhammadiyah 1 Pati are about genres, descriptive, narrative, and recount. When the researcher observed, the material was about recount. In the first observation, the material that to have to be taught is the recount text entitled “*Recreation to the Zoo*” taken by “Effective English”. While in the second observation, the researcher sees that the teacher uses a recount theme entitle ‘*Recreation*’ taken by *Effective English*.

d. Approach of Teaching Writing

The English teacher adopted two approaches in teaching writing, namely Product-based Approach and Process-based Approach. Based on the observation conducted, the teacher adopted both approaches in classroom activities. The teacher did not only give attention to the product of the students’ writing but also the process of the students’ writing itself. The product of writing which had been attended is the result of their writing in their form. The process of the writing are pre-writing, drafting and writing, revising, and editing.

e. Problem Faced by The Teacher

There are always problems in teaching and learning process. It also occurs in teaching writing in this school. The following are some problems faced by the teacher.

1) Class Management

The class consists of 30 students but some students did not listen explanation about material. That makes the teacher get difficulties to manage the class. For example, when the teacher explained the material, the students did not listen carefully because they were noisy. Some students participated actively and the other did not

participate actively. They were noisy such as gossiping. So they disturbed their friends.

The students in SMP Muhammadiyah 1 Pati, especially in the eighth grade get bored when the teacher explained the material. Most of them did not pay attention to the teacher. They prefer doing something when teaching learning process, like playing their school device, joke with their friend and there are some students who are sleepy in the classroom. So, they can disturb their friends.

2) Limited Time

The English schedule in this school is 5x40 minutes in a week. This time is used to teach all language skills, namely: speaking, writing, reading, and listening. So the time is not enough for all language skills. For example, when the teacher asked the students to present their work in front of the class, not all students could present their work because of the limited time.

One of the problems that made the teacher difficult in teaching English is limited time. The teacher too difficult delivering all materials to the students. The material consists of four aspects, there are: listening, speaking, reading, and writing must be had by students. The teacher has not enough time with only 5x40 minutes in week to deliver all materials with available time.

Based on the observation, the teacher get difficulties in delivering materials because of limited time, 5x40 minutes in a week is not enough time for the teacher to deliver all materials to the students. With the available time the English lesson cannot run well.

3) Different capability of the students

Each student has a different capability in receiving the material. Some of them could learn the material and the others learned slowly. This situation will make the teaching learning-learning process does not run well. For example, when the teacher explained the material to

the students, some of the slow learners did not understand what the material she has explained. While the general/fast learner understood it well. If the slow learners do not ask the teacher about their difficulties the teacher will not know that they still do not understand. Consequently the slow learners can't do the exercise given by the teacher well. The slow learners should be given attention rather than the general students, the teacher should recognize well her students and know the capability of her students.

The difficulties of the teacher in teaching writing when the teacher must know the different capability of the students one by one. Some students shy to ask to the teacher if did not understand about material. Every student has different ability. Hence, the teaching learning process does not run well.

Based on the observation, the researcher concludes that the teacher has difficulties to know the capability of the students because the capability of one of students to other students is different.

4) Unstable Motivation of the students

The students sometimes have a good mood to the study but sometimes they are lazy to study. For example, when the teacher gave difficult material to the students, they did not pay attention to the teacher's explanation. It was done by the students because they were not attracted to material. One the way around, if the teacher gave interesting material, they studied the lesson enthusiastically. Most of students are not confident with their ability. The teacher should motivate them and make them feel fun in joining the class.

The problems when teaching learning process is motivating the students. The students feel happy and enthusiastic to study and when they do easy task and sometimes the students become lazy, bad mood when they get difficult task.

According to the data above, the researcher concludes that the students sometimes feel enthusiastic to study, but they also feel

bored in teaching learning process. For example, when the teacher gives the difficult materials to the students, they did not pay attention to the teacher's explanation. They easily feel bored when they get difficult materials. But, the students will feel attracted and enthusiastic if they get interesting material in teaching learning process.

2. Discussion

Based on the research finding above, there some components that the researcher discusses in research finding, they are process of teaching writing, objective of teaching writing, materials of teaching writing, approach applied by the teacher, and problem faced by the teacher in teaching writing.

a. Process of Teaching Writing

The process involves from the opening the class until closing of teaching learning of eighth grade students of SMP Muhammadiyah 1 Pati in 2014/2015 academic year. The findings of teaching learning writing are discussed as follows:

1) Opening the Class

The opening activities in teaching learning writing involved with greeting, motivation, checking students' absence, and asking homework if any. According to Kindsvatter Willen and Isher in Richadrs and Lockhart (1994: 114), the opening of a lesson consists of the procedures the teacher uses to focus the students' attention on learning aims of the lesson. Research on teaching suggests that the opening is to focus the students' attention in teaching learning aims. Opening or "entry" generally occupies the first five minutes and can have an important influence on how much students learn a lesson.

Statement above can be said that in the opening activities a teacher has to make students' attention to the lesson in teaching learning, it is also equal to the activities to the eighth grade students

do, that the teacher also make students attention to the lesson by asking about their life experience.

2) Core-learning

The main activities in teaching learning writing usually involved with presentation, practice, and production. And when the students come to writing, they are about to compose or write a recount paragraph that consist of following activities; planning, drafting, revising, and editing. As stated in Richards and Renandya (2002: 316-318) process writing as a classroom activity incorporates the four basic writing stages: planning, drafting (writing), revising (redrafting), and editing.

By concluding about the statement with the main teaching learning writing, there are same in the process of writing in class with related theory.

3) Closing

The closing activities, the teacher and the students conclude about material by reviewing the material together. The next activity is that the teacher closes the lesson by giving chances to the students to ask their difficulties related about the material. Closing activity has same term of closure activity. Richards and Lockhart, 1994: 124) state that typically, the closure sequence of lecture served to reinforce what has been presented with a review of key point covered in the lesson. This may include questioning by the teacher to determine how much the students have understood.

The teacher applies in the closing, check understanding both same as the statements above. That are, reviewing, asking about students difficulty or asking about their understanding.

b. Objective of Teaching Writing

The general objective of teaching is to develop four language skills. the specific is to make the students in English language both in oral and

written language and to apply the English skills, those are listening, speaking, writing, and reading skill.

Based on interview and observation, the objective of teaching writing to the eighth grade of SMP Muhammadiyah 1 Pati are to develop the communicative competence of the students in four language skills and one of them is writing. The researcher also knows the objective of teaching writing to the eighth grade of SMP Muhammadiyah 1 Pati is to make the students can be understand and remember about the lesson delivered by the teacher.

c. Materials in Teaching Writing

Permendiknas No 23 tahun 2006 tentang Standar Kompetensi Lulusan untuk Satuan Pendidikan Dasar dan Menengah (2006: 75), the materials of teaching and learning in Junior High School are about descriptive, recount, narrative, procedure, and report. Richards and Renandya (2002: 87) state the materials, therefore need to build in self-assessment task which require learners to reflect on their progress. The materials used by the teacher to teach writing are about genres descriptive, narrative, and recount. The material used by the teacher in teaching writing at eight grade students of SMP Muhammadiyah 1 Pati are *Effective English* as handbook and *Headway English* as students' worksheet, which is based on the *Kurikulum Tingkat Satuan Pendidikan* or *KTSP*. The materials of the book support the students to improve their abilities in using English. This book does not consist of the material but also it is completed with exercise. *Effective English* is usually used by the teacher to give homework to the students. Besides, the students must bring dictionary in every meeting. It means to help them if they find difficult words and to train them in finding words in dictionary.

So that the teacher and the students in the eighth grade students in SMP Muhammadiyah 1 Pati can explore for the sake of their progress of teaching and learning in the classroom. .

d. Approaches in Teaching Writing

The findings of the study show that the approaches used by the teacher in teaching writing to the eighth grade at SMP Muhammadiyah 1 Pati. The approaches used by the teacher are product-based approach and process-based approach in teaching writing. Based on these statements, the researcher concludes that the approaches used by the teacher in teaching writing is suitable with theory from Leki in Fauziati (2001: 148-149)

e. Problem Faced by The Teacher During Teaching Writing

Based on the observation and interviewed with the English teacher, the teacher faced some problems in teaching writing. There are class management, limited time, different capability of the students, and unstable motivation on the students. According to Waddon and McGovern in Harmer (2001: 126), problems behavior can take many forms; disruptive talking, inaudible responses, sleeping in class, tardiness and poor attendance, failure to do homework, cheating in the class and unwillingness to speak in the target language. While according to Davies and Pears (2000: 12) motivation is essential for successful language learning. All learners are motivated by worthwhile goals and clear objectives, the constants use of English in the classroom, a variety activities and interactions.

Based the some statements above, the researcher concludes the researcher concludes that the problem faced by the teacher in teaching writing to the eighth grade at SMP Muhammadiyah 1 Pati is suitable with theory of Waddon and McGovern in Harmer (2001: 126) and theory from Davies and Pears (2000:12).

D. Conclusion

In this point, the researcher deals the conclusion of a descriptive study on teaching writing to the eighth grade at SMP Muhammadiyah 1 Pati in 2014/2015 academic year.

The process of teaching learning writing consists of opening, core-learning, and closing. In the end of every meeting the teacher give homework to the students to make the students master the materials better and give some information about material that would be learned next meeting to give chance the students to prepared and learnt the next material.

The objectives of teaching writing at SMP Muhammadiyah 1 Pati are to make the students can be understand and remember about the lesson and also to develop the communicative competence of the students in four language skills and one of them in writing.

The materials used by the teacher and students appropriate with the syllabus of junior high school especially at eighth grade. The materials used by the teacher are: handbook and students' workbook entitled "Effective English" as handbook and "Headway English" as students' workbook.

The approaches applied by the English teacher in teaching writing at eighth grade students of SMP Muhammadiyah 1 Pati are Product-based Approach and Process-based Approach.

The problems faced by the teacher in teaching writing at the eighth grade students of SMP Muhammadiyah 1 Pati are class management, limited time, different capability of the students, and unstable motivation of the students.

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